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ABSTRACT

During 1991, the Department of Education of the Northwest Territories took a number of important steps toward its goal of ensuring the school system reflects the cultures of the people it serves. This report expands on the initiatives the department undertook in 1991. Following introductory statements by the minister and deputy minister, highlights from the Department of Education are presented in the Schools Branch, Advanced Education, and the Directorate. All regions are now governed by boards or divisional boards of education. The main section of the report lists the accomplishments of the 11 boards of education that deal with elementary/secondary education, and of the 5 regions that have advanced education institutions. The final section concerns Arctic College, the only postsecondary educational institution in the region. Among the accomplishments cited in the report are the following: (1) establishment of school-community counsellors who act as liaisons between the school and the community; (2) the use of distance education to offer a greater variety of courses to students; and (3) increased cooperation between Arctic College and the private sector. (MLF)

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NORTHWEST TERRITORIES EDUCATION 1991 ANNUAL REPORT

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NORTHWEST TERRITORIES EDUCATION

1991

ANNUAL REPORT

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Minister's Introduction

I was pleased to become Minister of Education late in 1991, with the change of cabinet portfolios following the territorial election in October. I have assumed responsibility for the department from the Honourable Stephen Kakfwi, who had been Minister of Education since 1988. I look forward to the many challenges this portfolio will bring as we work towards a truly northern system of education.

During 1991, the Department of Education took a number of important steps towards its goal of ensuring the school system reflects the cultures of the people it serves.

One of the most effective ways of bringing northern culture into the classroom is by training more northerners as teachers. This year the department established two new community teacher education programs — one in the Keewatin region and another on the Hay River Dene Reserve. These programs are modelled after a successful pilot project which started in Rae in the fall of 1990. The program provides an alternative for people who want to be teachers but who have family and community commitments, and cannot move away from home for training. The interns spend most of their time in the classroom, working with the children. This approach has proven very popular with the interns, as well as with the students and their parents. UNESCO has also recognized the merits of the program, and designated it as an official activity in the World Decade for Cultural Development.

An Aboriginal Specialist Teacher Training Program has also been developed as an alternate route to full teacher training. After successfully completing 10 courses and a session of practice teaching, the candidates will be eligible to apply for an N.W.T. Aboriginal Language Teacher Certificate.

During the summer, the department and Arctic College co-hosted the annual Canadian Indian Teacher Education Programs conference at Thebacha Campus in Fort Smith. Delegates from Canada, Greenland and Alaska came together to discuss a variety of issues in Inuit, Indian and Metis education.

In late November, more than 40 northern aboriginal educators, as well as staff from Arctic College and the department, attended a forum on teacher training. The topics discussed included the development of teacher education programs, concerns of teacher trainees and ways to recruit new trainees.

A number of other projects ensure that our students have ample opportunity to learn about northern culture. The development of the Dene Kede curriculum, which will be used to teach Dene Language Arts, is near completion. Planning sessions have been held to develop an Inuktitut curriculum. This year the department published a two-volume set of books called *Sahtuotine of Long Ago* which describes the traditional lifestyle of the people of the Sahtu region, as well as *Inuvialuit Pitqusiit*, which tells the story of the Inuvialuit. In both cases, the publications were the result of co-operation between the Department of Education and aboriginal groups.

The process of placing control of education into the hands of local people was completed this year when the South Slave Divisional Board of Education was established. All regions are now governed by boards or divisional boards of education.

The continuing education and training of northerners is also a priority for the department. As the only post-secondary educational institution in the N.W.T., Arctic College plays an important role in the education of northerners. To ensure its programs meet the needs of students and employers, the college increased its partnership programming with third parties. More than $4 million worth of training and services were delivered in co-operation with employers, aboriginal groups and community organizations.

This year the government's In-Service Training Program was streamlined, and reintroduced as the Public Service Career Training Program. This program is designed to meet the government's human resource planning needs by providing on-the-job training to northerners. Through the department's employment development initiatives, more than 2,600 people received job counselling. Most of these people were referred to jobs, training and continuing education.

Work continued on preparing a new Education Act. Recommendations from the first round of public consultation were compiled in a report called *Voices: Direction for Improving the Education Act*. This report will be circulated throughout the Northwest Territories, and further public input will be sought before the new Act is drafted.

Continuing to work and consult with the general public and aboriginal groups is essential if we are going to create an educational system that is relevant for northerners. The following report expands on the initiatives the department undertook in 1991.

Titus Allooloo
Minister

Deputy Minister's Introduction

During 1991, the education system experienced success from its past initiatives as student stayed in school longer or returned to resume their studies. Enrolment in N.W.T. schools grew by almost five per cent for the 1991/92 school year, which is significantly higher than the normal growth rate of less than two per cent. The largest growth occurred in secondary grades, which has increased by 27 per cent this year, and by almost 42 per cent in the last five years.

The Department of Education, as well as the boards and divisional boards of education, have been working hard to make the school system more relevant for our students. Enhanced cultural programs and increased training opportunities for northern teachers have played an important role. So have other initiatives, such as the establishment of School-Community Counsellors. With the graduation of 15 trainees this fall, there is now a total of 25 counsellors across the N.W.T. These people act as liaisons between the school and the community, and help students overcome personal problems which may be interfering with their learning.

To address the reasons why N.W.T. students leave school early, a number of boards and divisional boards of education have received funding under the Canada Employment and Immigration Commission's "Stay in School" initiative. The department will release a report on why our students leave school early as part of this initiative. The department also co-operated on a series of posters that encourages students to stay in school.

A number of small secondary schools are using distance education to offer a greater variety of courses to students. In the past year, students from Iqaluit, Rankin Inlet and Fort Smith studied calculus through teleconferencing from St. Patrick's Secondary School in Yellowknife, while students in Arviat took a physics course offered by the secondary school in Rainbow Lake, Alberta. Institutions in Alberta also offered N.W.T. boards of education Mathematics courses programmed for computer instruction.

One of the most exciting steps in distance education will be the establishment of Television Northern Canada (TVNC), which will start broadcasting in January of 1992. The Department of Education will broadcast one half-hour of elementary programming and one half-hour of junior/senior high school programming each day, from Monday to Friday. Emphasis will be placed on programs which provide support to teachers in remote schools. Arctic College will also broadcast one half-hour of adult programming each weekday.

With the establishment of divisional boards of education in all regions of the N.W.T., the department, the boards and educators are looking for other ways to tailor the school system to meet the needs of northern students. After consulting with a wide variety of stakeholders, the department introduced new graduation requirements that will become effective in 1992/93. The department is now issuing all secondary school graduation certificates and transcripts for N.W.T. students. These certificates will be available in all of the N.W.T.'s official languages.

We have also seen a number of successes in post-secondary education and training. This year, Arctic College's full-time enrolment increased 32 per cent, with 1,270 students registered. As more northerners continue their studies, the Student Financial Assistance Program continues to serve more and more people. This year 1,140 students are receiving assistance, an increase of almost 8 per cent over last year. More than half of these students are aboriginal. The number of apprentices in the N.W.T. grew by six per cent, as more northerners receive training in the skilled trades.

Co-operation between the government and the private sector is important in ensuring northerners receive the training they need to find employment. This year Arctic College and Atii Training Inc. received the Conference Board of Canada's National Award for Excellence in Business-Education Partnerships for their joint management training course for Inuit. Education's Northern Training and Employment Register continues to match employers with potential employees, and helps Advanced Education plan training programs that will meet the needs of northerners.

As more and more learners participate in the school system, advanced education and training programs, the department faces a number of challenges. However, with continued public consultation and the involvement of the private sector, we will continue to help meet the needs and aspirations of northerners.

Joseph Handley

Joseph Handley
Deputy Minister

Schools Branch

Official Languages

Sahtuotine of Long Ago, a two-volume set of books written in North Slavey and English, was released by the Department of Education. The illustrated collection of stories about the Sahtuotine, or people of the Sahtu region, was developed by a group of elders, with assistance from Department of Education staff. It will be used as a resource for students in grades 7 to 9. A teachers' guide and additional resource material are being developed.

Steady progress has been made on the development of Dene Kede Curriculum (K-6). The curriculum will be piloted in January, 1992, with implementation starting the following September.

Work is continuing on the Pan Dene Terminology Bank, a research and development project. This database will be used as a teaching tool, which will allow students to call up words and some phrases in the five Dene languages and English.

The Inuktitut Subject Advisory Committee, which will outline an Inuktitut curriculum, met twice during 1990/91.

The French as a Second Language (FSL) curriculum and program, published in interim form in 1990, has now been piloted. Final revisions will be completed by March, 1992. Implementation of the new curriculum for grades 1-6 will start in September, 1992.

The grades 7-12 FSL Curriculum Working Group decided that for grades 7-12, the new curriculum will be based on levels of language proficiency, instead of grade levels. This curriculum is now being developed. To help ease implementation, integrated teaching units which will reflect N.W.T. life experiences will be developed by another working group.

During the year, several N.W.T. curricula, teacher's guides and programs have been translated into French for the immersion and francophone programs. The remaining curricula and support documents should be translated in 1992.

The department is continuing to provide support to boards who are implementing Communication K-6 (English), the curriculum for Elementary English Language Arts.

A pamphlet has been developed for parents about their role in supporting their children's early efforts in reading and writing. Entitled *Reading and Writing: A Pamphlet for Parents*, it is available to boards upon request in any of the official languages of the N.W.T.

Language.Net, an electronic interactive newsletter, is currently sent to all schools that are connected to iNet. It provides general current information about teaching Language Arts, as well as information to support the implementation of Communication K-6 (English). Language.Net also provides an electronic network through which teachers can connect with other teachers to share ideas and innovations.

Again to support the implementation of the new language arts curriculum, the department has initiated a project to establish guidelines for the development of school libraries. After a survey of existing school resources and services, an advisory committee on school libraries met in October to establish priorities. Guidelines should be published in the new year.

Whole Language: A Northern Experience won a Gold Apple at the National Educational Film and Video Festival in Oakland, California. Requests for copies of the video have come from across Canada, from university faculties of education to school boards.

After five years of piloting, a new junior high English Language Arts writing folder was developed at an April workshop in Yellowknife, with representatives from six boards. A teacher handbook was also developed to accompany the folder.

Writing done by teachers was published in two booklets. *Whole Language Evaluation Workshop* was printed in February, 1991, and included writing done at a Dehcho teacher workshop. *Teachers' Writing* was printed in August, 1991, and was compiled from submissions to a CBC radio contest. A Christmas '91 edition will be printed from teacher submissions directly to the Department of Education.

School Curriculum Services Division

The implementation of a new Junior High Science Curriculum started in the fall. The new curriculum identifies major concepts, skills, attitudes and common learning activities, which are covered by exploring a set of nine themes over a three-year period. The content used to cover major concepts can be determined regionally and/or locally. There is also special emphasis on the inclusion of traditional and local knowledge.

Another special emphasis is what is called the science-technology-society emphasis, which looks at:

- the nature of science (what scientists do and how they collect information);
- the relationship between science and technology (how we use technology to solve problems);
- the relationship between science, technology and societal decision making (we can make choices as to what technology we use and how we use it).

Northern Studies 15 has entered its second year of implementation. It gives secondary school students the opportunity to understand and appreciate the historical, cultural and social foundations of northern society; to help them appreciate the importance of the Northwest Territories as a unique and distinct region in Canada and in the world; and to promote informed, rational and tolerant citizenship in a rapidly-changing northern society.

Some learning materials and teaching units have been developed by several boards of education. Educators involved in Northern Studies gathered together in the fall of 1991 to evaluate the programs taught in different jurisdictions and to plan the development of more teaching units.

A draft of the new Elementary Social Studies Curriculum has been sent to all schools, boards of education and interested stakeholders for review and comments. Implementation will start in the fall of 1992 and the curriculum will be in use in all jurisdictions by the fall of 1994.

Several projects to support the Social Studies curriculum have been undertaken. One of these, "The Culture of the Inuvialuit," developed by the Inuvialuit Regional Corporation under contract with the Department of Education, was printed during the fall.

The new Industrial Technology 7-12 curriculum has been sent to all schools and resource centres. A poster has been prepared and distributed to give a "bird's-eye" view of the curriculum content. The first draft of Business Education 7-9 was released in the fall, and will be followed by Home Economics 7-9 in 1993.

The new Saskatchewan Arts Education curriculum is being adapted for use in N.W.T. schools. It is anticipated that the curriculum for grades 1 to 6 will be in the schools by the beginning of 1992. Work on the junior high curriculum will then proceed.

Artists in Schools (AIS) is a program which brings artists into selected schools for two to three weeks to share their expertise and enthusiasm with the students. It serves as a link between the school and the community, giving students the opportunity to meet and appreciate local, regional and national professional artists and craftsmen. In 1991, the South Slave Divisional Board brought in authors to work with students in its secondary schools.

Small secondary schools are using distance education to supplement their course offerings. In the last school year, students from Iqaluit, Rankin Inlet, Fort Smith and Inuvik enrolled in a Grade 12 Calculus course delivered through teleconferencing from St. Patrick's Secondary School in Yellowknife. In addition, two students from Arviat registered in a Grade 12 Physics course delivered from the small secondary school in Rainbow Lake, Alberta. The County of Leduc and the University of Alberta, through the Alberta Distance Learning Centre in Barrhead, provided boards of education in the N.W.T. with Mathematics courses programmed for computer instruction.

There have been a number of changes in the area of secondary school graduation. Students who graduate from Grade 12 in the Northwest Territories now receive the Northwest Territories Secondary School Graduation Certificate. Until the end of the 1990/91 school year, secondary school student records were maintained by Alberta Education and transcripts were issued by their office in Edmonton. As of September 30, 1991, all these records have been transferred to Yellowknife and transcripts will now be issued by the N.W.T. Department of Education's Student Records section.

The N.W.T. certificates will be printed in all official languages of the Northwest Territories. Students will be provided with a certificate in English and may request an additional certificate in one of the other official languages.

At the request of the Minister of Education, student council presidents of secondary schools hold yearly meetings to discuss areas of concern and to make their views known to department staff and the Minister. The third worksho was held in Yellowknife in the sprin The next workshop was held in Rankin Inlet during November and focussed on leadership.

Student Support Division

The Student Support Division continues to offer assistance to board staff in the areas of integration of special needs students, counselling, comprehensive school health, parental involvement and alternative programs.

A number of activities have been undertaken as part of the federal government's "Stay in School" initiative. A report on why students leave school early in the Northwest Territories was released in late fall. In addition, a series of posters will be distributed over the next three years. They encourage students to stay in school and suggest strategies by which parents, staff and community members can help keep students in school. A number of N.W.T. boards and divisional boards of education have received funding from the Canada Employment and Immigration Commission for innovative projects related to keeping students in school longer.

A week-long training course for Peer Helpers was delivered in conjunction with the Peer Resources Institute in Victoria. Participants from all boards attended. Funding assistance was provided by the Department of Education and the Stay in School Initiative.

Integration of all students into the school system continues to be a priority. Funding for integration increased to $7.8 million this year and is used to provide additional support, such as consultants, special needs teachers and special needs assistants. It also provides some assistance with board travel, training and materials. This year, the specialized equipment provided included: a lift for a school bus, computers, three IBM speechviewers, a Navigator system and Brailler, and FM hearing systems.

A directive and guidelines on Special Needs Education in the N.W.T. is being updated into a policy and guidelines to integrate special needs students into the classroom. This is a continuation of the direction in which N.W.T. schools have been moving for five years. It is interesting to note that a number of southern jurisdictions are only now beginning the process of integration. A training program for special needs assistants will be developed during this school year.

Fifteen communities offered the Community Occupational Program (COP), while two, Inuvik and Yellowknife offered Senior Practical Programs (SPP). In 1991, 35 students graduated from COP and 14 from SPP. Both of these programs offer alternatives for students who are 15 years of age or older and appear likely to leave school early. Students spend 50 per cent of their time on work experience and 50 per cent studying lifeskills, personal development and academic subjects.

Fifteen students are expected to graduate from the N.W.T. School-Community Counsellor Program in December, 1991. They will join the other 21 counsellors who are already working in schools. School-Community Counsellors provide a link between the home and the school, encouraging parents to become more involved with their children's education. They also provide support to students to deal with problems which may interfere with their learning. A workshop for principals and guidance counsellors of schools with new graduates was held to help them understand more fully the role of the school-community counsellor.

Parental involvement activities are now becoming part of training programs such as the Community Teacher Education Program in Rae and the School-Community Counsellor Program. This enables parents to become more fully involved in the school program.

School Operations, Training and Development Division

The highly successful N.W.T. Principal Certification Program continues to be offered. Legislation is now in place making the course mandatory for all school administrators in the Northwest Territories. Only two other jurisdictions, New Brunswick and Ontario, require mandatory certification. Other provinces are considering such legislation.

The course is open to all N.W.T. educators and provides management training for school administrators. The program consists of two weeks of workshops one summer, followed by a series of practicum tasks completed in the candidate's own school during the winter. Another two weeks of theory the next summer and a final, extensive practicum project complete the program. In July of this year, both phases of the

principal certification program were offered in Yellowknife. Thirty candidates successfully completed Phase I and 33 candidates finished Phase II.

In addition to the Principal Training Program, a summer institute was successfully held for the first time last July. Twenty-eight participants, most of whom were supervisors of schools, directors of education or school principals completed the four-day seminar. The focus of the institute was staff development and performance appraisal.

All schools which offer French Second Language classes or French First Language classes receive financial assistance from the Secretary of State. This assistance supplements a school's budget to purchase French materials, to hire French assistants and to undertake cultural activities.

Other programs which receive similar financial assistance from the Secretary of State include the Monitor Program, the Summer Language Bursary Program and Arctic College. There are four French monitors who help teachers enhance the language proficiency of the students. Thirteen students were awarded bursaries to attend various colleges and universities, mostly in Quebec, to experience six weeks of total French immersion. Arctic College offers French courses to adults.

The Students Records section is in the process of taking over the issuing of credits. In future, all N.W.T. high school students will have their transcripts and graduation certificates issued from the department in Yellowknife, instead of Alberta Education.

Implementation is proceeding with the new computerized student information program, which will produce up-to-date data for use in planning and monitoring by headquarters and board staff. The new system is expected to be in place by June, 1992 in all schools having IBM compatible hardware. A Macintosh version has been developed and was piloted this fall.

The division is also responsible for the ongoing co-ordination of student travel and exchange programs. A group of students from the Soviet Union visited the Northwest Territories in the spring of 1991. A delegation of Northwest Territories students had been invited to visit the Soviet North in September, but because of the unsettled political situation the return visit was postponed at least until the spring of 1992.

Divisional Board Development

There are now eight divisional boards of education in the N.W.T., with the establishment of the South Slave Divisional Board on July 1. With the inclusion of the Inuvik Education Society into the Beaufort-Delta Divisional Board, all regions are governed by boards or divisional boards of education.

The department's task is to support these boards as they develop policies and regulations to ensure they reflect the needs of the children and parents. The department will also offer support through a series of system evaluations to help the boards develop long-range strategic plans. The department hopes that two boards will participate in an evaluation during the 1991/92 school year.

Advanced Education

Student Financial Assistance

The N.W.T. Student Financial Assistance (SFA) Program has experienced a marked increase since its inception in 1982, when there were 322 students enrolled in post-secondary studies. The program now funds 1,140 post-secondary students, including 579 aboriginal students. There are 362 students attending northern schools and 778 attending southern institutions. There are 478 students in degree programs and 622 students in college programs.

The Department of Education has renewed an agreement with the Department of Indian Affairs which enabled 35 students to enrol in upgrading during 1991. The students receive grants to help pay for tuition, travel, books and living expenses.

A contract is continuing with the province of Manitoba and the University of Manitoba to enable N.W.T. students to complete their studies in engineering and medicine. There are two students in the engineering access program, one in the premedical studies program, and one graduate of the premedical studies program who is currently enrolled in dentistry.

A contract is continuing with the University of Alberta, whereby the Department of Education, along with Bellanca Developments Ltd. and Health and Welfare Canada, is funding a counselling position so students in the Edmonton area can receive support services specific to their needs. The counselling position also provides support to N.W.T. apprentices who are enrolled in theory training in Edmonton.

The department hired three students during the summer to provide peer counselling support and advice to post-secondary students before they left for their studies. Emphasis was placed on money management. The department has also set up a toll-free fax line to help students communicate with the department more easily.

Employment Development

The Training on the Job Program was well subscribed to, with 150 employers requesting assistance to hire trainees. A total of 134 trainees, all of whom are affirmative action candidates, participated in the program. In line with changes made to the program in 1990, many training plans now include classroom study, in areas such as upgrading.

Forty-five career shows held across the N.W.T. introduced northerners to a variety of job options.

More than 2,600 people received job counselling, of which 70 per cent were referred to jobs, training and continuing education. Forty-five career shows and presentations were held throughout the N.W.T. to make people aware of job opportunities.

Fifteen community literacy projects have received $235,401 in funding from the Department of Education's Community Literacy Projects Fund. Six projects have received $39,671 in funding from the Walter and Duncan Gordon Charitable Foundation.

Education's Northern Training and Employment Register (ENTER) has been revamped to provide better service to clients. Across the N.W.T., there are 2,600 people registered for employment, training and education.

To date, 10 people have received funding under the Northern Leaders Training Support Program to help them pursue post-secondary education which will prepare them for future jobs in community government and land claims administration. Two of these people are employed and the remainder are in school.

Under the five-year Employability Enhancement Accord, the federal and territorial governments make $1.5 million available annually to train social assistance recipients. Advanced Education is a signatory to the agreement. In 1990/91, $750,000 was made available through the Canada Employment and Immigration Commission's programs, while $305,000 was made available through Education's Training on the Job program. The balance was made available through Arctic College skill development programs. About 250 clients are expected to receive training in 1991/92.

To date, $15,000 has been approved to support human resource development research and planning with Atii. The

Tourism Training Group received $10,000 to develop materials to promote careers in tourism. The RCMP Supernumerary program received $25,000 to provide summer jobs in more than 15 communities and to encourage youth to consider a future with the RCMP. In addition, Advanced Education has facilitated a committee to support training and employment of northerners in the mining industry.

Staff Development and Training

The Public Service Career Training Program (PSCT) was introduced April 1, as a streamlined and decentralized form of the In-Service Training Program, which began in 1971. The purpose of PSCT is to meet the human resource planning needs of the Government of the Northwest Territories by providing on-the-job training to members of affirmative action groups. This will prepare them for officer and management positions with departments, boards and agencies of the Government of the Northwest Territories. During 1990/91, 123 trainees were registered in the one- to three- year program, 119 of whom were aboriginal. Thirty-nine graduated and were appointed to the public service.

Staff Development saw 800 employees and 60 participants from outside agencies take part in 76 courses.

The Education Leave program funded 41 employees, 20 of whom were aboriginal, to improve their qualifications and their potential for promotion.

Eleven teachers, four of whom were aboriginal, participated in the N.W.T. Teachers Association Professional Improvement Education Leave Program. In addition to the education leave, 225 teachers received funding from the NWTTA professional improvement fund to pursue training and development relevant to improving the education of northern students.

Twenty-seven aboriginal classroom assistants received support to pursue studies with Arctic College's Teacher Education program. Eight completed their programs and were reappointed to teaching positions.

One hundred employees were enrolled in the tuition reimbursement program, allowing them to improve skills and knowledge through correspondence courses.

Apprenticeship

The number of apprentices in the Northwest Territories grew by 6 per cent in 1991, with 430 apprentices registered in 39 trades at the end of the year. A total of 223 (or 52 per cent) are aboriginal, and 16 (or 4 per cent) are women.

During 1991, 47 apprentices graduated at the journeyman level, and a total of 156 journeyman certificates were issued. Fifty-nine of these carried the Interprovincial Red Seal, which allows the bearer to obtain provincial and territorial certificates without further examination.

Fifteen apprentices graduated from the government's In-service Apprenticeship Program. The Government of the Northwest Territories currently employs 60 apprentices.

The Apprenticeship Training Assistance Program provides wage subsidies to northern private sector employers so they can hire apprentices. This year 160 apprentices were trained with assistance under this program.

One hundred and fifty-six tradespeople received journeyman certificates during 1991.

One new trade, sprinkler systems installer, was designated in 1991.

A detailed revision of the housing maintainer trade was completed in 1991, with updated student learning materials, instructor guides and examinations. This trade is unique to the Northwest Territories, and is attracting attention from other jurisdictions.

Directorate

Legislation, Policy and Evaluation

A report called *Voices: Direction for Improving the Education Act* was prepared, which summarizes the comments received on redrafting the Act and proposes a broad direction for change. It will be sent to all education authorities, bands and agencies interested in education. Departmental staff will travel to all boards and divisional boards during the winter to discuss the proposals and seek further comments.

Plans for legislative change may include the development of an Adult Education Act. The framework for this legislation was prepared for review this winter.

The Department of Education also prepared and distributed an Education Policy and Administration Manual. The manual formalized the department's positions on a variety of issues and provided guidelines for implementation for boards and divisional boards of education.

The Policy and Evaluation Division, in co-operation with the Schools Branch, developed a pilot system to monitor results of kindergarten to Grade 12 programs across the N.W.T. In addition, the division assisted in the collection and analysis of program data in the area of K-12 aboriginal language programs, and completed a preliminary assess.nent of the need for an Adult Education Act. Secondary school results and patterns of student course selection and future planning were also a focus of study which will continue next year.

In the spring of 1992, the department will participate in the pilot testing of the Council of Ministers of Education Canada's School Achievement Indicators Program that will measure achievement in reading, writing and numeracy among students aged 13 and 16.

The teacher turnover research results which were reviewed by the N.W.T. Steering Committee on Teacher Education in January, 1991, were published this year. The focus on teaching continues, and posters of teachers were distributed this winter to emphasize how important teachers are to the effectiveness of education in general and to the success of individual students in the classroom. The division also began the development of a framework to monitor and assess N.W.T. teacher education programs.

Media and Information Services

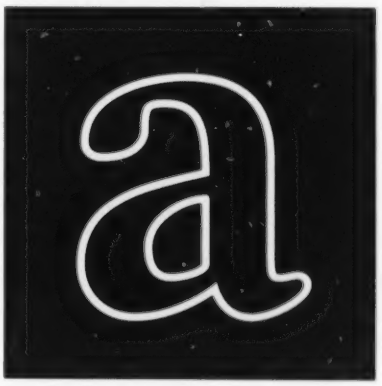
More than 100 publications to support the department's programs were produced this year. They included curriculum guides, learning materials for adult training, literacy and apprenticeship, as well as learning materials in native languages.

Dreams and Visions, the late Norm Macpherson's narrative account of the development of education in the N.W.T. up until 1984, was given its final editing, and was printed.

The extension of high school programs into many more schools has put pressure on the central territorial media centre to keep up an efficient loan system for audio-visual materials. Preliminary plans have been made to decentralize this service to board resource centres, in order to serve schools more efficiently.

Co-operative purchase of expensive media resources between the boards and the department has resulted in each board receiving almost $15,000 worth of educational video programs, with a maximum investment of $3,000 by any one board .

The Advisory Committee on Educational Television completed its report, which gives direction for the department's first broadcast season with Television Northern Canada (TVNC). Beginning in January, 1992, TVNC will feature an hour of programs for schools and a half an hour of programs for adults each day. Programs have been bought which support classrooms in small high schools and in those subject areas where television can do a better job than the printed word. Future expaasion of the broadcast schedule will include original production of programs designed specifically for northern education and northern audiences.



Capital Construction

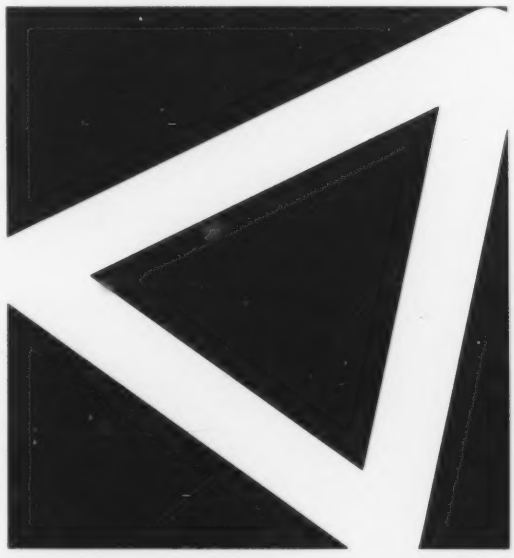
The department's criteria for capital construction are similar to those of other jurisdictions. The highest priority is the repair, renovation, or replacement of facilities that have code infractions that may affect the safety of the occupants. Providing new or additional facilities to meet enrolment and program growth is generally the next priority. The final priority is to upgrade or replace facilities which are no longer adequate or economical to operate.

In 1991/92, schools were finished and occupied in Rae, Broughton Island, Baker Lake, Paulatuk and Colville Lake. An addition to the elementary school in Arviat was also started.

Construction started on new schools in Rae Lakes, Wrigley, Grise Fiord and Whale Cove. A 10-bed hostel will be built in Pond Inlet, and a 40-bed residence will be built in Iqaluit for out-of-town senior high school students attending the Inuksuk Education Centre. School additions will start in Arctic Red River, Arctic Bay and Joamie Elementary School in Iqaluit. Major renovations will commence on older schools in Cape Dorset, Arviat and Spence Bay.

Design will begin for new schools in Yellowknife, Jean Marie River and Lake Harbour. Predesign work for a new elementary school in Cambridge Bay will be carried out. Design will also start for additions to schools in Fort Liard, Pangnirtung, Pond Inlet, Sanikiluaq and for renovations to J.B. Tyrrell School in Fort Smith and Diamond Jenness School in Hay River.

For Arctic College, construction will start on new adult education centres in Fort Good Hope and Tuktoyaktuk. Design will commence for adult education centres in Arctic Bay, Aklavik, Pangnirtung and for renovations to the centres in Igloolik and Spence Bay. Design will also start for a new applied arts and library building at Thebacha Campus in Fort Smith and a new single student residence at the Nunatta Campus in Iqaluit.



Baffin Divisional Board of Education

One of the goals of the Baffin Divisional Board of Education is to encourage students to see themselves as lifelong learners. This is reflected in the board's commitment to ongoing training for all staff involved in the delivery of programs. As a result, a highly successful four-day regional conference was held in Iqaluit.

The outstanding element of the Sivumuaqatigiingniq ("Hand-in-Hand to the Future") Conference was that it was built on sharing the talents, skills, and achievements of Baffin educators. Beginning with an "educators' fair" which showcased displays and demonstrations from every school in the region, the conference proceeded to small-group workshops in which teachers could follow up their interests in areas as diverse as stress management, computer mediated communications, drama, science fairs, and conflict resolution. A parallel program in Inuktitut allowed Inuit educators to build on the momentum of last year's Sivumut Conference.

The board's goal of an Inuit system of education is linked to the number of Inuit teachers and administrators employed by the board. Over the past year, the board has approached this issue in two ways. First is the board policy which states that classroom assistants now officially be considered teachers in training and that they be provided with the support necessary to become fully qualified as soon as possible. The second major initiative has been a pilot principal apprenticeship program for two Inuit educators. Each paired with an experienced principal for a year, one candidate will move into a principalship next year while the other will take over an assistant principalship.

Providing high-quality, community based services and programs for all students, including students with special needs, is one of the board's primary goals. Ongoing training is the key to success, so funding was provided to help program support teachers, special needs assistants, and school-community counsellors attend workshops and conferences.

The Teaching and Learning Centre (TLC) supports Inuktitut language development in Baffin schools through book production and program development. Having produced a total of 128 books since 1987, the book publishing program is key to the overall effect of the TLC on Baffin schooling in a number of ways. First of all, most of the books published by the Baffin TLC have been written by Baffin educators.

In 1990/91, the quality and appeal of the books published by the Baffin TLC has resulted in the reprinting of some texts by the Kativik School Board and Kitikmeot Board of Education in their own dialects.

The growing community of writers nurtured by the TLC's book publication program expanded in 1990/91 to include students. A collection of students' writing in Inuktitut compiled by the Comptaki Writers' Group in Pond Inlet was published in conjunction with the TLC and the Baffin Writer's Project. This is the first all-Inuktitut publication of high school students' writing in the Baffin.

The TLC staff also made a substantial contribution to the Task Force on Inuit Education during 1990/91. Established during the Baffin Divisional Board meeting in January, 1990 the Task Force was asked to investigate various aspects of education in the Baffin as derived from policy issues of particular relevance to Inuit raised in "Our Future is Now."

These include:

- the role of Inuktitut in the schools;
- the concept of an Inuit education as it might apply within classrooms;
- the training of educators in order to improve teaching and prepare individuals for positions of leadership in the school system;
- parent education.

A second long-term project, a five-year pilot project to promote full Inuktitut instruction in grades K-6, has drawn on advice from the TLC staff in the design, implementation, and assessment stages. Through strategies such as co-operative theme planning, cross-grade family groupings, and extensive use of local staff, resource people and culture, Atanaarjuat School (now Arnaqjuaq School) in Hall Beach has developed a unique program which has both increased the amount of instruction in Inuktitut to the Grade 9 level, and seen higher rates of student success. The success of the program is now serving as a model for other Baffin schools and has

provided direction for: the creative use of existing staff, as well as for their ongoing professional growth and training; departures from conventional grouping of students by age or grade levels; effective strategies for mutual support and involvement among community members and staff; effective strategies for collecting and making learning/teaching resources; effective strategies for monitoring and evaluating student progress and success; establishing environments for collaborative learning among students, teachers, and community members.

Studying in the Baffin.

An Inuktitut Curriculum Development Committee has been set up to review and revise the existing Inuktitut Curriculum. Although official bilingualism in the Baffin is generally taken to mean fluency in both Inuktitut and English, French is an important language in a number of our communities. French instruction as both a first and second language is a reality in four of our schools.

The board advocates that teachers structure their teaching to maximize the use of local resources; knowledge and situations familiar to students. Piniaqtavut, an "approach to program," promotes thematic, integrated methods in teaching.

Building on the successes of grades K to 6, the junior high years (grades 7-9) are those in which young people begin to consider their futures as adults. To this end, teachers from most of the board's schools met for a junior high teachers' workshop in October 1990. The workshop centred around trying to establish a commitment of sharing materials and strategies which will enable staff to support each other.

The number of secondary programs offered by Baffin schools has grown from two in 1982/83 to eight in 1990/91. Now three schools offer grades 10-12, one offers grades 10-11, and four offer Grade 10.

The Community Occupational Program (COP) and the Terry Fox Program are offered in Baffin schools to provide selected students with specific skills that might not otherwise be available in "regular" programs. COP is offered in Iqaluit, Cape Dorset, Igloolik, Pond Inlet, Arctic Bay and Pangnirtung; while under the approval and support of the Iqaluit Education Council, the Terry Fox Program is offered at Inuksuk High School in Iqaluit.

Three new schools have opened in the Baffin Division over the past year: Inuksuit School in Broughton Island, Sam Pudlat School in Cape Dorset, and Arnaqjuaq School in Hall Beach. In the fall of 1991, work began on construction of a new school in Grise Fiord, additions to Inuujaq School in Arctic Bay and Joamie School in Iqaluit, and renovations to Pitseolak School in Cape Dorset.

Beaufort-Delta Divisional Board of Education

Beaufort-Delta Board of Education has been established for more than two years. A major change occurred in the spring when the Inuvik Education Society, now renamed the Inuvik Community Education Council, was granted membership to the board. With that addition, the board now operates a total of eight schools with 1,400 students, and a teaching and support staff of 125.

A school review was conducted in Tuktoyaktuk, which is being followed up with a School Improvement Plan for 1991/92. This year there will be two schools reviewed in an ongoing monitoring of operations and programs.

School teams have been formed in each of the schools. We have six full-time program support teachers in the schools, assisted by a board consultant. Considerable time and energy has been spent on following up on the special needs profile document which has encouraged staff to review their programs for special needs students.

Communication (K-6) is being implemented under a two-year plan. Writing evaluation workshops have been held with teachers. Staff at Sir Alexander MacKenzie school in Inuvik have developed a unit on Life in the Delta, which is in the publication stage. Proposals from other schools interested in developing units to supplement the Language Arts curriculum will be supported financially by the board.

An elder demonstrates traditional dancing in a Beaufort-Delta school.

Another initiative will be to have input into a territorial school-library policy, to enhance the libraries in our schools so they can better support a whole language philosophy.

A new school building was opened in Paulatuk, replacing old portables. The community and staff are very pleased with the facility which includes an attached gymnasium.

Two board schools have been given funding to begin immersion programs for pre-school. Both of the Teaching and Learning Centers (Inuvialuktun and Gwich'in) continue to support the teaching of native languages in the schools.

A very successful teacher orientation was offered to the 18 teachers new to the board last August. This was followed up by individual school/community orientations.

Dehcho Divisional Board of Education

The Dehcho Board has entered the last decade of the century with a commitment to prepare the young people of the division to meet the economic, political, social and spiritual challenges of the twenty-first century. To this end a number of board goals have been achieved:

- increased enrolment in several schools;
- dramatic increase in high school enrolment;
- program offerings in many schools have been increased;
- special needs support increased;
- the home boarding program has expanded;
- Slavey teaching resources have been published.

Board members have actively participated in meetings and conferences sponsored by the N.W.T. School Trustees Association. As well, the Dehcho Board members paid a visit to Morinville, Saddle Lake and Blue Quills schools to gain a better perspective of what "local control of education" means when under band control. This proved to be a valuable experience for the board and an encouragement to continue striving for holistic, child-centered, culturally based schools in the Dehcho.

Overall enrolment in the division has increased this year. All of the communities in the Dehcho are now offering Grade 9 programs if there are students at that level. In order to support both the teachers and students, the board is currently developing a distance education network which will link each of the schools that have regular telephone service. This will allow a teacher in one community to offer programs to students in the outlying communities. Schools on the system will have computers, voice link, and video display which will allow the teacher and student to interact while lessons are being taught.

The board expanded the high school program in Fort Simpson to include Grade 11, with the intent to expand further to Grade 12. This will allow all of the students in the Dehcho to complete their secondary education in the division.

The board implemented an alternate Grade 10 program which is designed to keep students already attending school, attract other young people back to school, provide Grade 10 credits and interest students in staying in school until graduation. Financial support for this initiative has been obtained through the

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Canada Employment and Immigration Commission's Stay in School program.

In order to meet the individual needs of the students, the board approved an increase to funding, from accumulated interest revenue, to hire special needs assistants to work with the children in most of the schools. In the two schools which did not have these positions, the special needs consultant provided the necessary support to school staff.

All of the schools are equipped with computer hardware and programs which are available to support the special needs students, as well as other children who are able to benefit from their use.

To give students a well-rounded education, plans are made each year for student excursions. This year the students in Trout Lake made several camping excursions, during the spring and winter months. In Jean Marie River the students had the opportunity to participate in a spring camp, as well as travel to Calgary. One student from this community was fortunate to be chosen to participate in the Children of the Arctic Polar Expedition to Russia. The senior students in Fort Liard organized a trip to Edmonton. The majority of Grade 10 students in Fort Simpson had the privilege of meeting their counterparts from across the country at the Terry Fox Centre in Ottawa. Participants were involved in debates, seminars and had the opportunity to see our political system in action in the nation's capital. Students from Thomas Simpson School's Grade 8 class travelled to Yellowknife to watch the N.W.T.'s legislative assembly at work.

Students from every community had the opportunity to participate in sports clinics and competitions which were held in various communities.

In many of the communities, families continue to pursue a traditional way of life of hunting and trapping. In order to provide education for the children of these families, the board operates a homeboarding program where children are kept with families, while their parents live in the bush. There are more than 35 students in the program, with the majority of students boarding in Fort Simpson. This number fluctuates throughout the year as parents return to the communities and resume caring for their children.

Cheryl Sibbeston makes a basket as part of the programs offered by the Dehcho Divisional Board of Education.

Construction on a small residence which will house 12 senior students, began this year in Fort Simpson . It will be run as a family unit where the young people will share responsibility for many of the daily routines.

To gain a better picture of the educational programs in the division, school reviews were conducted in Fort Simpson, Fort Liard and Fort Providence. The review team developed recommendations based on their findings which were shared with the Community Education Councils and will be used to establish goals for the coming year.

The support and enhancement of the Slavey language is the focus of the work done in the Dene Zhatie K'e Teaching and Learning Centre. Centre staff have offered literacy courses to the language instructors in the schools on two occasions this past year. The goal is to have both instructors and students become more fluent in both the oral and written form of the language. Staff and people from the communities have been a great support in getting books and materials published which can be used for instructional purposes in the schools. Literacy courses have also been offered to the general public in several communities.

After many years of work, an extensive verb dictionary was produced, printed and distributed to schools. Work is continuing on a noun dictionary which may be produced within the next year.

The board believes the professional development of staff is very important. A fund was established for employees to attend professional development sessions. This year staff have both attended and presented at conferences in Yellowknife, Winnipeg, Edmonton and New Zealand. In addition to this the Board has offered in-service workshops in Fort Simpson on a variety of topics.

In order to share ideas, teachers have been encouraged to participate in a board-sponsored teacher exchange

program between communities. This year several teachers from most of the communities have taken advantage of this opportunity.

Negotiations are currently taking place with Arctic College to offer credit courses for teacher trainees and aboriginal language instructors within the division. Courses will be offered in a central location by master teachers who are currently employed by the division. The intent is to have more trained people working in the school with the ultimate goal of having more trained aboriginal teachers.

Dogrib Divisional Board of Education

During its second year of operation, the divisional board's mission statement "Strong Like Two People" was validated by community elders and people interested in education, as well as board and education council members during a two-day workshop, conducted in Dogrib and English. The mission statement and goals, adopted by the divisional board in January, 1991, calls for the establishment of an educational system built upon a foundation of Dogrib values that integrates the knowledge and skills of two worlds.

The Dogrib Divisional Board of Education developed school review criteria in 1991 and performed their first school review in March in Rae Lakes. Lac La Martre and Snare Lake schools will undergo the review process in the fall.

The education councils took steps to enhance the cultural programs offered in their schools. The board approved special project funding for the construction of school cabins near Lac La Martre, Rae Lakes and Rae-Edzo. These cabins will be used to support bush programs. In addition, special funding was granted to Lac La Martre for the operation of a trapping program.

The board continued to direct and support a variety of programs and initiatives for its schools. Whole language and process writing teaching strategies are being used in all elementary classrooms. Many of the students' stories, poems and artwork have been published in "Drumbeat" a literary magazine published twice a year. Students have also participated in a reading incentive program. Over 90 students read 100 books in 1990/91, and almost all elementary students read at least 50 books. Libraries in each school received grants to purchase additional library books.

Mathematics has also been emphasized this year. The board approved a new program for the implementation of the N.W.T. curriculum and purchased all needed materials. In-service for teachers in the use of manipulatives and the computer for their math programs has dramatically increased the use of both in the classroom. Computers are in all classrooms at the elementary level with others in the library areas as well.

During 1991, 10 students from the Dogrib area attended an art workshop sponsored by the Dogrib Divisional Board of Education and Polargas of Calgary. Yellowknife artist Sheila Hodgkinson worked with students on a variety of materials. Examples of the finished artwork were sent to Polargas in Calgary where they were framed and hung in their offices.

Recess time at a Dogrib school.

In April 1991, over 60 students participated in the first annual Dogrib Divisional Board of Education Friendship Games in Rae-Edzo. Each team was composed of students from each of the five Dogrib schools, which encouraged the element of friendship first, competition second.

Winners from the Chief Jimmy Bruneau School science fair went on to the Yellowknife Regional Science Fair and came away with several medals including a gold, silver and a variety of bronze. Students from all the Dogrib communities also took part in a cross-cultural science camp supported by the Department of Education, the Science

Young Dene drummers in one of the Dogrib Divisional Board's schools.

Institute of the N.W.T. and the divisional board.

In the fall of 1991, Chief Jimmy Bruneau Regional High School opened in Edzo, responding to the needs of the students and the wishes of the parents from the Dogrib communities. The success of alternate programs in Chief Jimmy Bruneau School over the past two years provided the impetus for the design of high school programming that seeks to bring back many of the young people who had dropped out of school.

Recognizing each student's need for self-esteem and self-worth, the board developed a policy that seeks to provide an Individual Education Plan for all students two years or more behind their peers and gives extra support to the teachers. Students with identified special needs are fully integrated with their peers in all Dogrib schools following the intent of the Department of Education's Special Needs Directive and the Equal Access policy of the divisional board.

The pre-school parenting kit "Helping Our Children" published in 1990 was introduced to parents in Rae by interns as part of their training in the Community Teacher Education Program. In Lac La Martre the kit was used successfully as the foundation of a two-week literacy course.

An "in-house" counselling and student support network was introduced in Rae in 1990/91 that is expected to be fully operational in the fall of 1991. The program uses volunteers and staff, trained through a variety of programs, to either be "advocates" for students with problems who need someone to talk to, or to assist them in obtaining professional help. Board staff also collaborated with Friendship Centre and Department of Social Services staff to provide aid and treatment for students with alcohol and drug problems and provide training to staff and interns regarding the prevention and detection of child sexual abuse.

Dogrib Language Centre staff were significantly involved in the implementation of the Kw'atindee Bino Community Teacher Education Program during 1991. They supervised the interns' progress through the coursework of the Culture and Learning curriculum strand of the program. Staff also offered literacy classes, continued the collection and classification of taped elders' monologues of experiences from their youth, legends and descriptions of people, places and skills, and took part in the development of the Dene Kede Erihtl'e (Dene curriculum) with the Department of Education and other western Teaching and Learning Centres. Publications produced in this past year include: "Gozha Xe Eghalats'eda" ("Helping Our Children" parenting kit); "Strong Like Two People," the transcription of the meeting to validate the mission statement and goals of the Dogrib Divisional Board of Education; "Taking Back the Responsibility," a 15-minute video introduction to the Kw'atindee Bino Community Teacher Education Program, a Kw'atindee Bino Community Teacher Education Program Outline and intern profiles for the three curriculum strands; and a new collection of David Gon songs for children written with students from the Dogrib schools.

The Kw'atindee Bino Community Teacher Education Program is a joint pilot project of Arctic College, the Department of Education and the Dogrib Divisional Board of Education. In September of 1990 the Canadian Commission for UNESCO recognized the project as an official activity of the World Decade for Cultural Development. The program is an alternative

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model of teacher education. Classroom pods of three interns cooperatively deliver the prescribed N.W.T. curriculum under the supervision of certified teacher instructors. Skills are learned on the job and programs are tailored to the individual needs of the interns. The program has been very successful, proving itself to be a unique and effective method of training new teachers.

Professional development activities for teachers increased significantly during 1991. Twenty-one of the division's 33 teachers took part in in-service training, with financial support from the Professional Improvement Committee.

Keewatin Divisional Board of Education

Members of the Keewatin Divisional Board of Education paid tribute to the pioneering efforts of John Tinashlu, who guided the board since its creation in 1988 and resigned this year. In his place they elected Paul Pemik, who has been active in both municipal and school politics in Arviat. Changes at both a council level and a board level have emphasized a need for ongoing trustee development.

The board has also adopted a higher profile at territorial and national trustee association meetings, and was gratified to have Joyce Lahure of Baker Lake elected to the position of vice-president of the N.W.T School Trustees Association.

The high cost of travel and accommodation led the board to hold every second meeting in Rankin Inlet. Meetings were also held in Chesterfield Inlet and Arviat.

The Keewatin board emphasizes integrated and comprehensive programs and planning. It has supplemented its mission statement with Maliqtavut (What We Believe), a philosophic statement on the purpose and values of education in the region. Out of these principles the board has adopted seven major goals which will remain constant, as well as a series of annual objectives and an implementation strategy.

Bilingual education is one of the board's major goals. The extension of primary Inuktitut instruction to Baker Lake and Whale Cove is the result of the co-operative efforts of staff and parents at local and region levels.

Training Inuktitut-speaking teachers is critical to the implementation of bilingual instruction. Therefore, the board is co-operating with Arctic College to deliver field-based teacher education programs in three communities: Arviat, Baker Lake and Rankin Inlet. The program is unique in that it involves very little travel for the teacher trainees, who will be able to use existing housing and the social support of their extended families. Over 50 students applied for the program and many of them, already employed by the divisional board, are being released with benefits from their present duties as classroom assistants, special needs assistants and residence supervisors. The job description for classroom assistants has been revised to emphasize that their primary purpose is to become teachers and that services to the school are only incidental to meeting that objective. These people are now known as "teacher trainees."

On the whole, program audits in Arviat, Baker Lake and Coral Harbour validated the processes in place and ensured that continuity of program aims was being maintained. In the case of Baker Lake, the review proved to be the stimulus for the community to move to bilingual instruction and become consistent with board policy. The review of Baker Lake noted the rapid and unforeseen erosion of Inuktitut language skills in very young children in that community.

A review of the Ukkivik residence will result in the addition of programs such as traditional outdoor activities, as well as those that contribute to the social and political growth of the students. Staff will be challenged to interact more with the students, rather than just supervising them.

The rapid growth in enrolments in the higher grades means the residence is approaching full capacity, something that was unheard of even two years ago.

However, it is expected that many of the students who are staying in school or returning to school will leave in frustration. This has been a source of concern to board members who are seeking to have staff design programs that better prepare students academically and socially for the challenges of continuing academic commitment. The board will be adopting measures that will ensure that parents and students are counselled together about the opportunities that higher education provides and the reality of the commitment that must be made.

Communication between the various partners in education has been identified as a major goal of the board. The board's newsletter, Tusaji, with an audience of staff, trustees and parents, has moved to full bilingual publication. A regional high school year book has been developed for students and parents.

An ambitious plan for program development has been put in place. It brings together staff from all schools to develop programs and program plans which emphasize both whole language and holistic or integrated learning that combines content and process across the curriculum. Another intent of the process is to make more time available to teachers who are finding that their present autonomy does not afford them time to develop programs or to research program resources. It is also hoped that regionally developed programs make the transition easier for students who transfer between schools in the region.

Kitikmeot Board of Education

The Kitikmeot Board of Education (KBE) been in operation for just over three years, and during 1991 it looked closely at the issue of expanding its membership. This was done to try and ensure that the board stays in close touch with its communities to maintain a good understanding of their educational needs. Both the Kitikmeot Regional Council and the Kitikmeot Inuit Association (KIA) have accepted invitations to appoint ex-officio members to the board. At the 11th general session in September, participants from these organizations attended their first meetings.

During 1990/91, the KBE identified a number of issues requiring action. One of these was an initiative for education councils to make space available for child care within schools, whenever there was sufficient space and providing the working language of the day care was the community's native language. One example is the Kakayak Day Care in Coppermine. Conditional support has been given to two other communities.

Another issue is the need to develop the library resources for teachers and students in each community to support the schools' child-centered, literature-based, language programs. The KBE has committed some of its revenue to library support, plus several education councils have met with hamlets to better co-ordinate community libraries. The KBE is also trying to obtain direct support from the KIA to further develop library resources.

Another important issue is that the KBE has made excellent use of its revenue from interest on quarterly contributions over the past several years and is very concerned about the potential loss of that revenue. Many programs, including special needs and various student support programs have been enhanced and initiated through this revenue and the reduction or elimination of these funds would have a serious impact on the board's programs. The KBE will continue to lobby intensively to keep receiving quarterly contributions.

The KBE tries to involve each board member in at least one professional development opportunity each year. Through efforts at board meetings and through involvement in the N.W.T. School Trustees' Association, the Canadian School Board Association, and similar groups, many board members have improved their knowledge and skills.

During 1990/91, visits were made to each council and developmental workshops were held in all communities which requested them. Considerable work was also done with all CEC staff members to help them carry out their administrative responsibilities more effectively. Councils have enjoyed a lack of turnover in these positions in the past year. For 1991/92, this work will continue, but the board has requested more emphasis on development work

with CEC members to help strengthen the councils themselves.

All Kitikmeot schools offer kindergarten to Grade 9 programs. A child-centered, process-oriented approach to learning at all levels is emphasized. Language learning is seen as the key area, essential for a child's success in school.

This past year, a two-year pilot project ended. Under the Regional Junior High Program, over-aged students from across the Kitikmeot who had the potential to go on to a regular high school program attended school in Cambridge Bay. All the graduates from this program have gone on to high school in Yellowknife, however, the numbers were too low for the program to be continued. Student attendance is a concern for the board, as the Kitikmeot averaged 64 non-attenders per month during 1990/91. This has serious implications for the region's future human resources and a concerted effort is under way to reduce it. Several CECs (and the board) have entered into agreements with Canada Employment as part of their "Stay in School" program to help improve attendance and reduce dropouts. The Kitikmeot Board has also developed a "Compulsory Education Kit" to help school staff and education councils work with parents of non-attenders to help reduce these numbers.

This past school year, the board spent almost $600,000 on special education, with slightly more budgeted for 1991/92. Although these funds are substantial, they do not adequately meet our needs for a fully integrated program. To help meet our responsibilities, the KBE has provided upwards of $50,000 to special needs education for the current school year.

An outing in the Kitikmeot.

The board is also involved in co-ordinating the piloting of an early intervention program in Pelly Bay, in hopes that it could be established in all Kitikmeot communities. The board expects that such a program could improve the success of special needs students when they enter school. This pilot is being set up in conjunction with the Departments of Social Services and Health, and the Kitikmeot Health Board.

The board's goal is to have at least 10 additional native teachers within the next three years. This past year there has been a significant improvement in the number of training courses completed by teacher trainees. In fact, more courses were completed in the past year than in the previous 4 to 5 years, and the board expects a similar number of completions this year. The board is discussing alternatives with Arctic College to encourage teacher trainees to complete their training.

The Teaching and Learning Center (TLC) had a busy year. A publishing workshop was held with staff, writers and artists from every Kitikmeot community. Eighteen native language books (in both Inuktitut and Inuinnaqtut) have been published, and the goal of publishing 20 more has been set for the coming school year. The staff also work closely with the other consultants in the schools to encourage teamwork, integrated delivery of programs and to provide in-service sessions on how to make the best use of the published materials. A future goal will be to produce more native language materials for intermediate and junior high, because most of what is now produced is best suited to primary students.

In June, the Kitikmeot had about nine graduates from Sir John Franklin High School. During 1990/91, the largest number of Kitikmeot students ever,

participated in the high school programs — 95 students attended high school in Yellowknife. Unfortunately, 40 dropped out before completing the year. Because of this, the KBE has developed a "High School Strategy" to phase in high school programs in each Kitikmeot community over the next few years. The board has given support for Grade 10 programs for both Coppermine and Cambridge Bay for 1992/93.

Because we will continue to use Yellowknife high schools for some time (an estimated 100 Kitikmeot students will attend high schools in Yellowknife during 1991/92), our board has also been active in setting up programs that will enhance the communications between the Yellowknife residence, the high schools and the home communities. One of the most ambitious endeavours for 1991/92 has been, with the assistance of Canada Employment and the Department of Education, to place a high school counsellor for Kitikmeot students in Yellowknife. This person's presence should help reduce the drop-out rate. In addition, a more supportive distance education network has been set up to provide more alternatives to students who have either dropped out or who choose to remain in their home community for their secondary education.

Sahtu Divisional Board of Education

The Sahtu Divisional Board began its third year serving the communities of Fort Franklin, Fort Good Hope, Fort Norman, Colville Lake and Norman Wells.

The new school in Colville Lake was officially opened in 1991. The Minister of Education, as well as regional and community leaders attended the opening ceremony. A community hunt was held to prepare for the occasion, which included a community feast and drum dance. The school is of log construction to blend with the local community, and much of the work used the skills and labour of the people of Colville Lake. Before the new building was opened, school had been held in the local community hall.

During 1991, the board concluded its process of community dialogue before recommending that the Sahtu Divisional Board office remain permanently in the community of Norman Wells.

The Curriculum Materials Resource Centre established at the board facility in Norman Wells became fully operational during 1991. The centre focuses on the development and distribution of multi-media curriculum units and is being used by both school staff and the general public in all Sahtu communities.

Multi-use playground facilities were built at all school locations, and the board began a program to upgrade practical arts facilities in schools.

During 1991, staff development emerged as a board priority and began with a very successful teacher recruitment program. In every instance, positions were filled with the first choice candidate of community teaching teams. Almost one half of the existing vacancies were filled with Priority 1 Affirmative Action candidates; a category of people which now represent approximately thirty per cent of the teaching staff in Sahtu schools. Priority 1 Affirmative Action candidates now make up approximately sixty per cent of our total staff complement.

Professional development programs were provided for all staff members during 1991, including classroom assistants, student support assistants, school-community counsellors, and school secretaries and custodians. Classroom and student support assistants attended programs offered through Arctic College, while school secretaries took part in a board initiated program that focused on computer skills and operational requirements and responsibilities.

All custodial staff members took part in a one-week professional development program during July. This was the first individual program ever provided for custodial staff in Sahtu schools. Program components included roles and responsibilities, safety procedures and floor and carpet maintenance.

All instructional staff took part in a three-day program in Norman Wells shortly after the beginning of the

1991/92 academic year. The program included workshops dealing with Science curriculum, Social Studies curriculum and student learning styles.

The development of native language program guidelines and resources continued during 1991 with the creation of curriculum units from kindergarten to Grade 7. Students in community schools were involved in cultural enhancement programs throughout the year. In Fort Franklin, elders continued to provide traditional skills programs at the school and students also participated in a community caribou hunt. Students from Fort Good Hope travelled to Colville Lake as part of a co-operative community and school program to enhance traditional on-land skills.

At ?ehtseo Ayha School in Fort Franklin, staff initiated individual Practical Arts Programs for all students from kindergarten to Grade 9.

A locally initiated and funded pre-school program was begun at Chief T'Selihye School in Fort Good Hope. The program had an immediate and positive impact on students entering kindergarten in the 1991/92 school year.

Procedures and programs to support the development of students with special needs continued to be a priority during 1991. A co-operative support effort was emphasized along with the active involvement of parents throughout the process. The development and contribution of community interagency committees continued to have a positive impact on students in Sahtu schools.

The success of Sahtu students pursuing secondary school programs continued to be a priority concern in the region. A discussion paper was developed to explore all areas of this issue and facilitate support initiatives in Inuvik, Yellowknife and within the Sahtu itself. The board began to offer distance education alternatives to students and will continue to pursue credit offerings in Sahtu schools in the coming year. Improved programs to prepare students entering secondary schools in Inuvik and Yellowknife will also be developed as well as the provision of additional student support networks in each location. In the fall of 1991, we had 79 Sahtu students enrolled in secondary school programs outside of the Sahtu.

There was a high turnover among members of both the board and community education councils in 1991. Board development and the effective funding of community education councils will continue to be a focus in the coming year. Initiatives will include a board review, policy development, strategic planning and CEC operational methods.

During 1991, the Sahtu Divisional Board of Education experienced considerable growth and consolidation as an educational and governing entity. Significant growth was realized in staff and program development and this along with a strong sense of co-operative approach and commitment has resulted in enhanced student success and greater numbers of students continuing their pursuit of education at all levels.

South Slave Divisional Board of Education

The most outstanding achievement during the year was the decision by the communities of Hay River, Fort Smith, Fort Resolution, Snowdrift, and the Dene Village to petition the Minister of Education to form the South Slave Divisional Board. This was the culmination of community and regional meetings over the past three years. The region is the last in the Northwest Territories to form a divisional board.

Many people worked hard and long to form the divisional board, including members of local education authorities, band councils and MLAs. It is a tribute to the parents and citizens of the five communities that they were able to put cultural differences aside and work together for the improvement of education for all children in the region.

The overall goal of the region is to work towards a high level of achievement by all students in the South Slave, so they graduate from high school with an academic diploma.

To reach this goal, the board began to implement a number of strategies. A Curriculum Implementation Committee made up of teachers, consultants, and principals was established to make recommendations to the Superintendent

of Education. The result was a policy that affirmed regional responsibility for the implementation of the N.W.T. curricula. Another result of the committee's work was a curriculum appraisal process which will be piloted during the 1991/92 school year. This appraisal policy will give school and regional staffs the information needed to more completely support implementation of particular curricula.

The implementation of the Language Arts curriculum throughout the grades requires careful planning. Support from the South Slave Region included the formation of a Language Arts Working Group, composed of a teacher from each school in the region. It met regularly throughout the year as the teachers improved their understanding of the Language Arts curriculum.

The region's computer committee also offered support for teaching Language Arts. This committee, chaired by the high school consultant and made up of teachers, was established to encourage the use of computers in different grades and to devise an effective purchasing policy. Based on the committee's work, it was decided to teach keyboarding skills in Grade 4, and to set up a major computer lab in Joseph Burr Tyrrell School in Fort Smith and another in Harry Camsell School in Hay River.

The division will use computers to help implement the Language Arts program, particularly in teaching the writing process. Over the next few years, the board intends to provide substantial numbers of computers and printers to every Language Arts teacher in the region above the primary grades. The same support will be provided to students as they use writing to learn in all subject areas. Teachers in Harry Camsell School and Diamond Jenness Secondary School must be given credit for the experimental work done with the Grade 4 students in teaching keyboarding.

The division has been working hard to form school improvement plans that are designed and carried out by school staff, and is also working to determine the best possible regional support for those plans.

School goals are designed so they relate to regional goals. Likewise, the Teacher Appraisal Policy developed last year describes the relationship between professional growth plans for each teacher and his or her school goals. In the spring, a substantial amount of money was set aside from the new divisional board's budget to support these professional growth plans.

Another long-term strategy for improving student achievement was the introduction of Early Childhood Lending Libraries for parents of pre-school children in Hay River and Fort Smith. A co-ordinator for each of these programs was hired and each established contact either by visiting homes of pre-schoolers or by holding parent meetings on a regular basis in the school. In the 1991/92 school year the program will be extended to all other communities in the South Slave.

A Regional Resource Centre was also begun this year. This centre's first responsibility is to provide curriculum support materials to the schools of Snowdrift, Fort Resolution, and Chief Sunrise Education Centre. This support for the small schools of the region is intended to balance the curriculum support assistance that will be provided by the teacher-librarians who will be hired for each of the larger schools in the region.

The community of Fort Resolution decided to support the creation of a student residence in Hay River. Students in Grade 8 and beyond are enrolled in Diamond Jenness Secondary School during the week and return to their homes on the weekends.

During 1990/91, the South Slave regional office staff were reorganized in anticipation of the new divisional board. The first change was that of upgrading the position of administrative officer to comptroller. This allowed the board to take on new fiscal responsibilities and improve its financial leadership. The next change created an assistant director position on the Hay River Dene Reserve. This position is responsible for cultural inclusion support planning throughout the South Slave, support to the principals of the three small communities in the region, organizational assistance and administrative help to the Fort Resolution Residence, and leadership in the area of Special Needs. The board also created two executive assistant positions to the director and assistant director so that the educators can spend more time in classrooms and in schools and in improving our communications with the Community Education Councils of the South Slave.

Yellowknife Education District No. 1

The Yellowknife Education District No. 1 Board of Education is in its 53rd year of operation. This independently elected seven-member board administers one junior high school and four elementary schools (one of which is a French First Language School). The school district provides public education from kindergarten to Grade 9, and employs a staff of 190. Growth — in the number of students, in the number of teaching staff and in the number of facilities — continues to be a challenge for the board.

Approximately 30 per cent of the district's $13 million annual budget comes from the individual and corporate taxpayers of the City of Yellowknife. The balance is received from operational grants from the Government of the Northwest Territories.

The district has experienced an enrolment increase of more than 30 per cent in the last five years, resulting in a student population of 1,685 in 1991. District schools are operating at 95 per cent of building capacities. There are strong indications of continued growth in the next few years due to the potential development of the Range Lake North and the Tin Can Hill subdivisions. A new elementary school is being planned to open in Range Lake North in the summer of 1993 and a new district office building is to be built for occupancy in 1992.

N.J. Macpherson and J.H. Sissons Elementary Schools function as K-6 public schools. Mildred Hall Elementary School operates as a K-7 school. These schools feature fully modern computer laboratories and automated library systems. Each school offers strong special needs programs which include enrichment and student support. J.H. Sissons houses the district's French immersion program, grades 4-6. William McDonald Junior High School offers a grade 7-9 (English) program as well as a grade 7-9 French immersion program. L'Ecole Allain St-Cyr, the first school for francophone children, was officially opened during 1989/90. The French language program started as K-3 and has gradually expanded to K-7. Student enrolments are expected to continue to increase as this program serves the needs of Yellowknife's Francophone community.

Yellowknife Education District No. 1 is in transition in terms of reorganizing grades and schools. The longer term thrust is to move to K-8 "community schools" within District No. 1 and to incorporate Grade 9 students into the secondary school. The timetable for reorganization to K-8 schools depends upon both construction of the new Range Lake School and an addition at the territorial secondary school.

District No. 1 schools are a focus for personal growth and development; they are places of community attachment, pride and spirit. They comprise spaces for professionals who must be creative, innovative and flexible. They are centres where Yellowknife's youth are challenged to adjust to an increasingly complex world. District No. 1 continues to make progress towards fulfilling its motto, "Educating for Life."

Yellowknife Separate Education District No. 2

Yellowknife Separate Education District No. 2 has three schools: St. Patrick Elementary School (K-6); St. Joseph School (dual track French/English, K-9); and St. Patrick High School (7-12).

Dr. Loretta G. Foley became superintendent of schools in 1991. Dr. Foley's strategic plans include the Leadership Formation Program, promoting community relations, building a new high school, district evaluation, a special needs model, and emphasizing a teacher education program.

The Leadership Formation Program is being held in co-operation with Arctic College. It began in September, and will continue once a month until May, 1992. This program is based on a model of leadership which emphasizes the importance of collaboration and co-operation. The participants include many employees and trustees of Yellowknife Catholic Schools, employees from the Yellowknife Secondary Board of

Education, Yellowknife Education District No. 1, the Department of Education, Arctic College, and the private sector.

Yellowknife Catholic Schools will be concentrating on innovative and successful public relations during the next year. In-servicing of all employees has already begun.

A great deal of planning and consultation is going into the design for a new high-technology high school. Discussions have taken place with city and government officials, ratepayers, parents, students, staff, administrators and consultants over the past few months. Board members, the two senior district administrators, and some members of the district leadership team will be involved in conferences and researching new schools.

The process of examining the schools and promoting academic excellence, responsible citizenship, and Catholic Christian faith has begun. A St. Patrick's Futures Group has been formed which includes representatives of staff, students, parents, Department of Education, and administrators.

Strategic planning was top priority in 1991. The process began with an "internal evaluation" of the special needs model. Teachers, support staff, and administrators developed 19 strategies and 80 action plans to meet the special needs objectives. The final plan was ready for September and is being used as the special needs directive for 1991/92.

As part of a five-year plan, the district intends to have a teacher education center in place and is excited about the possibility of collaborating with the Department of Education and Arctic College on the project. The district would also like to co-operate with the Teacher Education Program at Thebacha Campus in Fort Smith, and have the students do their practicum in Yellowknife.

Yellowknife Catholic Schools are committed to the philosophy that religious education is an important part of program offerings. At the elementary level, the CCCB Canadian Catechism program will be implemented over three years, with grades 1-3 leading the way during 1991/92.

Grades 4-9 will be following the Sadlier, God With Us program this year and will gradually change to the Canadian Catechism program. At the senior high school level, our system is following the Alberta Catholic School Trustees Association's (ACSTA) religious studies program.

In computer education, St. Patrick Elementary and St. Joseph School have computer laboratories with machines available in almost all of the classrooms. This year, emphasis will be placed on continuing to use Macintoshs in elementary and junior high classrooms. The possibility of setting up a network between laboratories is being explored.

At St. Patrick High School, the continued development of the networked MS-DOS laboratory is a priority. The possibility of networking the administration of all schools in the system is also being pursued.

Emphasis is being placed on the applications of computers in the schools. Typing and word processing were the major areas of emphasis in the elementary schools. In addition to high school computer literacy and computer education courses, time was made available for students to make applications use of the computers in the high school as well.

A number of successful initiatives were undertaken in the field of distance education. Calculus 35 was offered to students in Iqaluit, Rankin Inlet, Inuvik, and Fort Smith. It was taught by conference call once a week, with assignments and tests being sent by fax. The pilot year for this course was very successful and it will be offered in the second semester of the 1991/92 school year.

Sample courses in French, business education, and algebra were received via a cable hookup through Mackenzie Media from the Saskatchewan Cable Network over the past year. The district may choose to use them in the future.

A new satellite dish will be installed at St. Patrick High School, and it is hoped that it will be fully operational during 1991/92.

The present Catholic Family Life Health Education (CFLHE) program is being revised. The Grade 6 program is completely revised, the kindergarten program has begun. During 1991/92, it is intended that writing teams will totally revise each program from kindergarten to Grade 5.

Parents, trustees, staff members and administrators were involved in a series of meetings about child abuse prevention, which has resulted in a child abuse prevention unit in the revised CFLHE programs. In-service for all staff in the area of child abuse and in the use of the CARE program was scheduled for the fall of 1991.

The board finds that much of the material in the Department of Education's School Health Program supports the CFLHE program, and is pleased with the department's encouragement in maintaining its distinctive Catholic identity.

Yellowknife Catholic Schools have kept pace with the introduction of new curricula by the Department of Education. Program development in junior high science will result in the new science-technology-society emphasis being fully implemented for grades 7, 8, and 9 in September. The whole language emphasis has been implemented and in-serviced for K-6. In 1991/92, the program will be extended to grades 7, 8, and 9.

All three schools have engaged in the strategic planning process and are focusing their efforts on living the board's mission statement while pursuing the goals of educational excellence, responsible citizenship, and Catholic Christianity.

The Board of Secondary Education for Sir John Franklin Territorial High School

In 1987 the first Secondary Board of Education in the Northwest Territories was proclaimed. This historic agreement allowed for additional public control over education at Sir John Franklin Territorial High School. An estimated two-thirds of the approximately 750 students come from the City of Yellowknife. The remaining one third of the student population comes from Inuit and Dene communities in the Kitikmeot, Dehcho, Dogrib, Sahtu, South Slave, and Keewatin regions. Students from these regions are accommodated either in Akaitcho Hall, a student residence located adjacent to the high school, or in the home boarding program. The school has a staff of approximately 52 for the 1991/92 school year.

Sir John Franklin Territorial High School currently functions as a grades 10-12 composite secondary school which offers a variety of courses. In addition to core subjects leading to both the General and Advanced Diplomas, some options include Fine Arts (drama, art, and band); Business Education (computer literacy, processing, accounting, etc.); and Vocational Education (mechanics, automotives, and food sciences).

Special Education needs are addressed in a variety of ways. Of particular note are program support and counselling services, and the Grade 10 Preparation and the Senior Practical Programs designed to upgrade skills in order that students achieve success in the diploma programs.

Sir John Franklin Territorial High School continues to meet the needs of a wide cross-section of high school students. The success of its programs continues to attract more and more students — 1991/92 enrolments will surpass 750 full-time students, which exceeds the main building's official enrolment capacity. A feasibility study has been commissioned for a building renovation and an addition plan to house another 300 students by 1994. In the meantime, portable classrooms are being used.

Baffin Region

The establishment of a career development centre was a priority for 1991. A resource library for career information was organized in the regional offices and staff were trained in career counselling techniques. The labour market information system, ENTER, was used extensively to identify regional training priorities and to set up individual training programs.

Initiatives to improve employment for Baffin residents were continued with the North Warning System and the North American Air Defense Modernization project. Advanced Education participated on a steering committee which met to set directions and standards for the remainder of the project, which will be completed in 1992.

Advanced Education worked closely with Statistics Canada to ensure that Eastern Arctic residents were hired to complete the census during the spring of 1991. This work continued during the fall of 1991 to ensure that residents were hired for the Aboriginal Peoples Survey.

The Employment Enhancement Committee supported an innovative Early Childhood Education Program delivered by Arctic College in the communities of Cape Dorset and Resolute Bay. Other programs supported by the Employment Enhancement Committee were carpentry in Broughton Island and job development in Sanikiluaq.

During 1991, there were 110 registered apprentices in various trades throughout the Baffin Region. Of these apprentices, 11 were employed with the Government of the N.W.T. in the following trades: plumber, carpenter, electrician and operating engineer.

In the private sector, 99 apprentices were registered in the trades of millwright, carpenter, housing maintainer, plumber, electrician, aircraft maintenance engineer, motor vehicle mechanic, cook, industrial instrument mechanic.

Funding under the Apprenticeship Subsidy Program enabled the private sector and the Government of the N.W.T. to work together to promote the training and employment of apprentices in eight communities. A total of 20 apprentices were placed with 13 employers in communities throughout the region under this program.

Under the Training on the Job Program wage subsidies were available to employers who wanted to upgrade the skills of their employees through training and work experience. Training was provided in eight communities in the areas of office management, tourism, TV production, construction, day care and warehousing.

The In-Service Training Program enables the Government of the Northwest Territories to allocate and monitor training positions within the staff of the GNWT. During 1991 there were 12 employees training towards positions in management, social services, education, community planning and community health.

The Baffin Region Management Development Program was reviewed during 1991 and has been reshaped to ensure that the approach and learning strategies reflect northern culture. The program continues with five trainees working towards management positions within the GNWT. One trainee was appointed finance and operations officer with the Department of Municipal and Community Affairs during 1991. Many qualified Inuit are now asking to be part of the program, demonstrating a strong interest in leadership and management for the future.

Fort Smith Region

In September, the Advanced Education offices moved to the recently constructed Sweetgrass Centre Building to establish a career development centre for the region. Since the building is located near the main intersection of town, the career development centre will be easily accessible to the public.

In this new location, staff will be better able to offer a "one-stop-shop" approach to Advanced Education's services and programs. With the additional space, present career counselling services can be further developed and expanded. People will have easy access to career resource materials, and workshops on a variety of topics will be available to groups. Most importantly, the career development centre will be able to function as a resource to all communities and to the satellite career resource centres in Hay River and Fort Simpson.

The Apprenticeship Training Assistance Program has continued to be successful. This year 30 apprentices (an increase of 100% over last year) were funded under the program in a wide variety of trades.

The Training on the Job wage subsidy program has also met with continued success. This year more than 20 trainees were subsidized throughout the region. A special training on the job fund for social assistance recipients made

available this year should include an additional 20 trainees by year's end.

To recognize the achievements of these trainees, apprentices and their employers, and to provide role models for school children, Advanced Education staff will be presenting framed photographs of the trainees and apprentices to their former schools for prominent display.

There were 84 apprentices in the region in 21 trades this year. Of these, seven received awards for achieving first class marks in their theory training. One apprentice received three awards, including Top N.W.T. Apprentice.

The Management Development Program was started last year to ensure that northerners obtain senior management positions. Of the five trainees who began the program, two have successfully completed their training ahead of schedule and moved to indeterminate positions at the senior management level. Advanced Education is working with staff in other departments in the region and at headquarters to enhance this program. One major long-term objective initiated this year was promoting reading and discussion on sound management practices.

Under the Public Service Career Training Program, people were trained in a variety of occupations such as adult educators, personnel officers, purchasing officers, highway maintenance supervisors, and project technicians. Of these, two successfully completed their programs this year. The remainder are completing their programs and will move to their indeterminate positions next year.

The Employability Enhancement Committee, established several years ago to administer a joint federal/territorial fund to provide training for social assistance recipients, adopted a client-centred approach this year. Rather than sponsor training projects for groups of social assistance recipients, the fund is now used to pay for tailored training plans for individuals over an extended period of time. It is expected that this approach will better assist social assistance recipients to secure employment.

The Community Development Committee, made up of representatives from Advanced Education, Housing Corporation, Economic Development, Arctic College, and Executive has been working closely to ensure that all member departments function in a co-ordinated manner and to identify business and training opportunities. Among other issues, the committee identified the need for construction worker training and will become involved with the pilot delivery of a construction worker training program within the region next year.

Inuvik Region

1991 has been an active year for Advanced Education in the Inuvik Region. The downturn in the oil industry in the region and other economic slow downs have limited job opportunities. With the slow down in the economy, interest in post-secondary education and job-related training has increased. Advanced Education, through the Inuvik and Norman Wells offices and with the assistance of community employment offices in seven of the communities, has provided employment support and training assistance services to many residents of this region.

Department staff worked with 79 apprentices during 1991. Eleven of these apprentices were training within the Government of the N.W.T. and the remaining with various employers across the region (Beaufort-Delta and the Sahtu). The department provided wage subsidy assistance to 24 employers for the training of 25 apprentices. During 1991, 11 apprentices completed their programs and received their N.W.T. journeyman certificates. Eight of these apprentices also received their Interprovincial Red Seal. An additional five people received their journeyman status by the trade qualifications route.

The Department of Education's Public Service Career Training Program supported eight trainees with the Government of the N.W.T. One trainee successfully completed the program and has continued employment with the territorial government.

Wage subsidies were provided to 25 employers across the region through the Training on the Job program. A total of 28 people received training through this program.

Three of the region's residents are continuing their post-secondary education through the Northern Leaders Training Support Program.

Advanced Education has worked closely with other government departments and agencies involved in employment or training initiatives. Contacts have been expanded with all GNWT departments, many of the federal departments in the Inuvik Region, as

well as with regional organizations and the business community.

Advanced Education staff has participated in the delivery of the Social Assistance Recipient Program in this region. This program is a joint venture between Canada Employment, Social Services and Advanced Education. This program has helped many regional residents obtain on-the-job work experience and academic upgrading.

One of the year's highlights was the regional office's move to new office space. The larger space has allowed for the establishment of a Career Centre. This centre provides regional residents and employees with information on career options, post-secondary educational institutions, student financial assistance, apprenticeship programs, regional labour market trends and training assistance programs.

Keewatin Region

In 1991 Advanced Education continued to refine its programs and services.

Tours of the Keewatin region to inform residents of Advanced Education's programs and services have become an annual occurrence. Presentations are made to hamlets, government liaison officers, junior and senior high school students, private sector employers, and profit and non-profit organizations. This practice has helped give Advanced Education a higher public profile in the Keewatin. A poster series highlighting Keewatin residents successfully employed through various Advanced Education programs is being planned.

The Apprenticeship Training Assistance Plan currently has eight apprentices and involves four private sector companies in five Keewatin communities. Hamlets in Baker Lake, Rankin Inlet and Arviat, as well as the Housing Corporation in Arviat are also using the program.

There are currently 38 apprentices with various employers across the region. The Department of Public Works also has five apprentices in training. As the Keewatin private sector becomes more developed, the trend to place apprentices with private sector employers — as opposed to with the government — will continue.

The carpenter training officer has been relocated to Rankin Inlet for the remaining portion of the position's term. The officer has been providing counselling and advice for people considering trades training, particularly in carpentry. Before the term is over, all communities will have received this service.

The In-Service Training Program has been revised and renamed the Public Service Career Training Program. Under the former program, successful trainees this year included three community health representatives, two adult educators, one municipal works officer, one recreation development officer, and one personnel staffing officer. As well, two remaining trainees are continuing under the older program. Under the new program guidelines, a trainee position has been awarded to Arctic College for an adult educator in Baker Lake. Another trainee position was awarded in the fall, with additional positions becoming available in July, 1992. A co-ordinator position will also be created to administer the program full time. The program continues to be successful in placing native people within the public service in the Keewatin, and the program revisions have been well received by regional departments.

Advanced Education now has over 550 clients registered in Education's Northern Training and Employment Register (ENTER) system. The goal for the end of the next fiscal year is to have 900 clients registered. A project to register all junior and senior high school students with work experience and to provide them all with accurate resumes started in the fall of 1991, and will help achieve this goal.

The Training on the Job Program has 14 trainees placed with seven different employers in five communities. This program is much more representative of the whole region than in past years, and again reflects the developing private sector throughout the Keewatin. Additional funding has provided training and employment opportunities for a more diverse group of clients and employers.

The Keewatin Social Assistance Recipient Program Committee (SAR) identified graduates from the 1990/91 job entry programs as its primary target group. These clients, from the communities of Chesterfield Inlet, Coral Harbour and Whale Cove, have received intensive career counselling through Advanced Education and have been placed in training programs with employers consistent with their personal goals and ambitions. As well, the SAR Committee has planned job entry programs for the communities of Arviat,

Repulse Bay and Whale Cove. These job entry programs are scheduled to commence in January 1992.

The Career Counselling Centre continues to develop and includes an area where clients can research a thorough collection of post-secondary institution calendars, view videos of various career possibilities, and receive career counselling services from Advanced Education staff members. A Career Awareness Day was successfully reactivated in Rankin Inlet in May. The annual event involved the participation of many GNWT departments and showed a marked increase in private sector presenters. Students from other communities were flown in for the event and made presentations in community schools upon their return.

The staff development training program suffered a serious setback with the majority of the 1990/91 courses cancelled, mainly because of the late withdrawal of registered participants. The process for scheduling courses and for preregistering has been reviewed with regional managers and improvements have been made.

In 1992, Advanced Education will continue to improve the level of delivery of programs and services, as well as increasing public awareness. The further development of the Career Counselling Centre will be a major priority for the new year.

Kitikmeot Region

During 1991 the Kitikmeot Region recorded more than 500 residents on Education's Northern Training and Employment Register (ENTER). The program has been successful, with many people being referred for employment and training opportunities through information provided by the ENTER system. Employers are now approaching Advanced Education seeking referrals and potential employees through the regional data base. A new program will easily generate statistical reports, which will provide information on skills profiles and the labour pool.

Advanced Education has worked closely with Arctic College to prepare students to enter the apprenticeship program. This was accomplished by co-hosting a pre-apprenticeship technology program in Cambridge Bay. The program proved to be such a success that it was again offered in Coppermine at the Learning Centre. Advanced Education networked with the Housing Corporation, Arctic College and the Hamlet of Cambridge Bay in sponsoring a "hands-on training" program. People were identified and provided with classroom instruction and practical training by constructing a Homeownership Assistance Program house from the ground up. This involved reading blue prints, construction practices and safety. The graduates went on to employment with the hamlet and are now passing on their new found skills to others in the community.

There are six apprentices with the Government of the N.W.T. and 33 with the private sector, with numbers steadily increasing in local businesses. Three people won awards and were recognized during a banquet hosted by the Apprenticeship and Trade Certification Board and sponsored by Fred Ross & Associates, Echo Bay Mines and Arctic College. All the winners were from Coppermine and all were employed by Echo Bay Mines.

The Apprenticeship Training Assistance Program has resulted in increased demand for apprentices and has enabled small businesses to promote training and employment in a variety of trades, particularly in construction. Seasonal employment trends have hampered this program to some degree, although four firms are currently being assisted. During the coming year, apprenticeship training will be promoted throughout the Kitikmeot Region.

Employment Development has enjoyed a high profile in the region. Good promotion of the Training on the Job program has resulted in 32 contracts with firms. This was accomplished through tours and personal contact with business and industry. Referrals for training and job opportunities have enabled residents to gain skills and to go on to permanent jobs.

The Public Service Career Training Program has two people training for senior management positions. This program will have greater prominence in the coming year as a vehicle to train Kitikmeot residents at the middle and senior manager level.

John Crapeau, Glenys Dawson, Chuck Parker and Deb Simpson take part in a graduation ceremony for Arctic College's literacy program in Rainbow Valley.

Arctic College

Arctic College is a multi-campus institution designed to provide a wide variety of educational services to adult learners of the Northwest Territories. The programs are directed specifically to the northern environment and the needs of individual learners, the workforce and northern communities. The college recognizes the need to make appropriate educational opportunities available to any adult who wishes to learn. To accomplish this, courses and services are delivered at six campuses and more than 30 community learning centres across the N.W.T.

Arctic College was created by an Act of the Legislative Assembly in 1986, which provides for the establishment of a board of governors to take responsibility for college operations. These include such matters as program and course priorities, determining college administrative policies, and establishing student admission requirements. In addition, the board is involved in curriculum development, the management of college finances and budget preparation, and the planning of new college facilities. The board also gives direction to the college president on the supervision and administration of college operations.

During 1991, the board continued implementation of the five-year strategic plan adopted in 1990. Success was met in several areas, including adult basic education program development, increased programming in conjunction with third parties, defining the roles of adult educators and community learning centres, and enhancement of part-time enrolment. In the coming year, the board hopes to see greater clarification of the roles and responsibilities between Arctic College and the Department of Education. In addition, the board would also like to pursue establishment of program specializations by campus.

How to maintain the quality of education in an era of financial restraint was a problem the board addressed in 1991. The board is aware of the budgetary restrictions facing the Government of the Northwest Territories and the impact they could have on college finances. At present, most of Arctic College's budget comes through the Department of Education. The board responded to the prospect of restraint by considering, in co-operation with the department, a formula funding allocation system for Arctic College.

Arctic College entered into an era of increased co-operation with third parties in program development during 1991. These new training partnerships with business, industry and other organizations are designed primarily to prepare northerners for employment in government, industry, small business and aboriginal organizations. At the same time, these links with the private sector and non-governmental agencies led to more relevant programming, enhanced employment opportunities for graduates and greater public awareness of college services. Co-operative efforts also reduce the college's dependence on direct public contributions in a period of spending restraint at all levels of government.

Arctic College

New programs developed with the support of business, industry and non-governmental organizations include the Tourism Industry Entry Program at Thebacha and Yellowknife Campuses, the Pathfinder Learning System in Aklavik, the Community Teacher Education Program in Rae, and the Native Studies Program at the Yellowknife Campus. In all, more than $4 million worth of training and services were delivered in partnership with employers, aboriginal groups and community organizations. Arctic College also delivered various short-term staff development courses for government employees, including Suicide Prevention, Cross-Cultural Awareness, Business Writing and Communication Techniques.

The degree of success these partnerships are attaining is reflected in the award given to Arctic College by the Conference Board of Canada in April. The National Award for Excellence in Business-Education Partnerships went to Arctic College and Atii Training Inc. for co-operative efforts. Atii is an educational organization established to define training needs for Inuit organizations. This business-education partnership has delivered management training to Inuit in the eastern Arctic for four years.

Another facet of co-operation with third parties is financial assistance to students. In February, Interprovincial Pipe Line Company established an annual bursary fund at Arctic College. Four bursaries of $750 were awarded in August to students from the western N.W.T. who showed outstanding academic improvement.

Mark Gerloch (left), a representative of Interprovincial Pipelines Ltd. presents Arctic College Chairman Bob Hanson with a cheque for $3,000 to establish an annual bursary for full-time students in the Western Arctic.

In February, Arctic College and Yukon College signed a memorandum of understanding to promote increased co-operation between the two institutions. The agreement allows for the exchange of information, co-ordinated program and staff development, and exchange arrangements.

In order to expand college services to people in smaller communities, Arctic College is exploring "distance education," the delivery of courses outside the classroom through correspondence or electronic means. Technology such as facsimile machines, conference calling, audio bridging and satellite transmission of television signals can allow the college to expand into the more remote areas of the N.W.T., reaching people who have not yet had access to learning opportunities.

One pilot project in distance education is scheduled to begin in January, 1992. Arctic College will offer several courses on Television Northern Canada (TVNC), a consortium of aboriginal broadcasters, Yukon College and the GNWT.

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